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A STATE PROGRAM FOR THE DEVELOPMENT OF PERSONS FOR LEADERSHIP ROLES IN THE ADMINISTRATION OF LOCAL PROGRAMS OF VOCATIONAL AND TECHNICAL EDUCATION.

WENRICH, RALPH C.
KUM37771 UNIVERSITY OF MICHIGAN, ANN ARBOR

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PROGRESS IN THE OPERATION OF LEADERSHIP DEVELOPMENT PROGRAMS AT THE UNIVERSITY OF MICHIGAN IS REPORTED. THE PROJECT DREW HEAVILY ON THE IDEAS AND THINKING INCORPORATED INTO TWO EARLIER PROGRAMS CONDUCTED AT THE UNIVERSITY. CONCERN WAS CENTERED ON THE IDENTIFICATION AND SELECTION OF INDIVIDUALS IN VOCATIONAL AND TEACHING EDUCATION WITH POTENTIAL LEADERSHIP ABILITIES. THESE INDIVIDUALS WERE RECRUITED, NOMINATED, INTERVIEWED, AND TESTED FOR PARTICIPATION IN THE PROGRAM. AN ADVISORY COMMITTEE WAS ESTABLISHED, COMPOSED OF SIX GRADUATES OF THE ORIGINAL LEADERSHIP DEVELOPMENT PROGRAM HELD ONE YEAR EARLIER. A COMMITTEE MEETING WAS THEN HELD, ELICITING SUGGESTIONS FOR STRENGTHENING SUMMER WORKSHOPS, INTERNSHIPS, FIELD EXPERIENCES, AND EVALUATION TECHNIQUES. FOLLOWON ACTIVITIES TO BE CONDUCTED WERE THUS REPORTED. PLANS WERE INCLUDED FOR--(1) THE PREPARATION AND DIRECTION OF AN 8-WEEK SUMMER WORKSHOP, (2) IMPROVING THE INTERNSHIP EXPERIENCES THROUGH COOPERATIVE EFFORTS BETWEEN THE UNIVERSITY AND A PARTICULAR INTERN S EMPLOYING SCHOOL DISTRICT, AND (3) REFINING THE EVALUATIVE INSTRUMENTS PREVIOUSLY DEVELOPED FOR IMMEDIATE AND FOLLOWUP STUDY OF BOTH INDIVIDUAL PARTICIPANTS AND THE OVERALL PROGRAM. (JH)

ED010124

5-0150

A STATE PROGRAM FOR THE DEVELOPMENT OF PERSONS FOR LEADERSHIP ROLES IN THE ADMINISTRATION OF LOCAL PROGRAMS OF VOCATIONAL AND TECHNICAL EDUCATION

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
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First Quarterly Technical Progress Report
January 1 to May 31, 1966

Project No. HR-380-Bur. No. 5-0150
Grant No. OEG-3-6-050150-0559

1st Prog. Rpt.
Satisfactory
Janice Jones DAUR
9/12/66

Submitted to:
Department of Health, Education, and Welfare
Office of Education
Division of Vocational and Technical Education
Washington, D. C.

By:
Ralph C. Wenrich, Project Director
The University of Michigan
Ann Arbor, Michigan

FOREWORD

This report is submitted in accordance with the stipulations outlined in Section 4-a of the Supplementary Schedule to "Grant Terms and Conditions" received from the U. S. Department of Health, Education, and Welfare, dated April 12, 1966.

A brief overview including some pertinent background information is presented first. This is followed, in order, by a brief description of the major activities completed during the five-month reporting period[1]; proposed endeavors for the succeeding quarterly report and special problems encountered.

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[1] It should be noted that this initial quarterly technical progress report encompasses a five-month period (January 1, 1966 to May 31, 1966) rather than the three-month period (March 1, 1966 to May 31, 1966) called for by the grant award. The time factor involved in the development of this program necessitated a close adherence to the January 1, 1966 starting date as submitted in the original proposal. In order to describe the sequential development of this project most clearly, it was decided to include in this report all the work undertaken from the unofficial starting date of January 1, 1966 (as against the official "notification of grant award" date of March 1, 1966).

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PROJECT OVERVIEW

Project Title: A State Program for the Development of Persons for Leadership Roles in the Administration of Local Programs of Vocational and Technical Education

Objectives: The objectives of this project are:

1. To further refine the leadership development programs operated in the years 1964-65 and 1965-66 at The University of Michigan.

2. To validate some of the criteria used in the screening and selection of applicants for the program.

3. To make an extensive follow-up study of the forty participants involved in the original experimental project of 1964-65.

4. To prepare additional persons for leadership roles.

5. To make information available to other states in regard to methods employed and the results achieved through the Leadership Development Program.

Procedure: The project procedure can be thought of as being four-phased.

Phase I. The identification of persons in vocational and technical education deemed to have high leadership potential through the nomination of such people by local educational administrators and teacher educators.

Phase II. The selection and recruitment of the twenty nominees considered to have the most potential for future effectiveness and success in leadership roles.

Phase III. The participation of the selected applicants in an eight-week summer workshop (June 29-August 18, 1966) and an internship program in the ensuing school year (September 1966-May 1967).

Phase IV. The evaluation of the project through a follow-up study of the trainees.

Time Schedule: Begin January 1, 1966
End June 30, 1968
Present contract to February 28, 1967

Background Information: This project evolved directly out of an experimental leadership development program operated at The University of Michigan in 1964-65 and which was repeated, with some modifications, in 1965-66. In the evolutionary process this project has drawn heavily on the ideas and thinking incorporated in these earlier programs. As a result, the present project may be viewed quite properly as the third consecutive year of operation of leadership development programs at The University of Michigan.

Although the experience gained in the continuous operation and evaluation of these programs has indicated the need for certain revisions and refinements, the fundamental interdisciplinary approach to leadership role preparation has not been affected. Readers of this report interested in embarking upon similar leadership development programs might secure a deeper insight into the foundation of the present project by securing the published report on the original leadership program. This publication, "Experimental Program for the Identification, Selection, and Development of Persons for Leadership Roles in the Administration and Supervision of Vocational and Technical Education," by Ralph C. Wenrich and Lewis H. Hodges, is available from the Department of Vocational Education and Practical Arts, The University of Michigan, Ann Arbor, Michigan 48104.

FIRST QUARTERLY TECHNICAL PROGRESS REPORT

Project Number: HR-380; Bur. No. 5-0150
Period Covered by Report: January 1 to May 31, 1966
Title of Project: A State Program for the Development of Persons for Leadership Roles in the Administration of Local Programs of Vocational and Technical Education
Name of Project Director: Ralph C. Wenrich
Name of Institution: The University of Michigan
Name of Instiution's Administrative Grants Officer: ~~Edgar J. Brennan~~

I. Major Activities of Present Reporting Period

A. Identification of persons in vocational and technical education deemed to have high leadership potential, through the nomination of such people by local educational administrators and teacher educators.

1. On January 3, 1966, 1,124 nomination forms were mailed as follows:

Local school administrators	1,010
Community college deans	23
County superintendents	62
Teacher educators	29

2. The total number of nominations received from these administrators through the return of the nomination forms was 295, of which 278 were accepted by virtue of meeting the stipulated deadline of January 28, 1966. The remaining 17 nominees' names and their nomination forms were received sporadically after the deadline and could not be considered. There were an additional 231 nomination forms returned by administrators which contained no nominations.

B. The invitation of the identified nominees to make application if they wished to be considered further for the 1966-67 Michigan Leadership Development Program.

1. On January 28 the 278 nominees were sent letters informing them of their nomination. With this letter was sent a personal data questionnaire which the nominees were to complete and return by February 15 if they wished to be considered further for the 1966-67 Michigan Leadership Development Program.
2. This letter resulted in 146 applications being made by the nominees.

C. The preliminary screening of the nominees who applied

1. Of the 146 applicants, 97 were rejected on the basis of a preliminary screening, using such criteria as educational background, work experience, teaching experience in vocational education, age, leadership positions held, and admissibility to the Horace H. Rackham School of Graduate Studies.
2. The 97 applicants who were rejected as a result of being judged weak or deficient in one or more areas of the preliminary screening criteria were notified to this effect by letter on March 1.
3. The voluntary withdrawal by two other applicants resulted in a final total number of 99 applicants who did not reach the testing and interviewing phase of selection.

D. Testing and interviewing of selected applicants

1. The remaining 47 applicants were notified on March 1 that they had been selected for testing and interviewing. For this purpose, the 47 selected applicants were asked to indicate which of the following dates, March 9, 10 or 11, was most convenient and suitable to them.
2. At the same time (March 1) a reference questionnaire was sent to the immediate supervisor of each of the 47 selected applicants to serve as a further aid in evaluating their potential for leadership development.
3. At this point, and prior to the testing and interviewing, two of the 47 selected applicants withdrew, leaving a total of 45 who actually underwent this phase of the selection process.
4. These 45 people took three standardized tests, the Edwards Personal Preference Schedule (EPPS), the American Council on Education Psychological Examination (ACE), the Public Opinion Questionnaire (POQ), and two staff-constructed tests.
5. As well, each of the 45 were interviewed by two staff members who used identical interview guides.
6. A combined assessment of all the data obtained on these 45 people was made by the project staff members. There are no absolute standards which, being met, assures the applicant of entry into the program. The cooperative subjective judgment of the project staff members, of each individual, is an integral part of the applicant's ultimate appointment to the program. The selection criteria which were considered paramount in the panel-like discussion of each of the 45 selected applicants were: quality of work experience (other than teaching), quality of teaching experience, recommendations of local supervisors, general intelligence, general appearance, motivation and enthusiasm, along with other selected personality traits as measured by the Edwards Personal Preference Schedule.

E. Final selection and recruitment of participants for the 1966-67 Michigan Leadership Development Program

1. This analysis and evaluation of the obtained data by the project staff members resulted in a final designation of the 45 applicants selected for testing and interviewing into the following categories and numbers:

a. Number chosen for participation in the 1966-67 Michigan Leadership Development Program	20
b. Number of alternates	5
c. Number withdrawing after testing and interviewing	1
d. Number rejected	19

2. On April 1 the 45 applicants who had been tested and interviewed were advised as to their final designation. Both the 20 selected for participation in the program, and the five alternates were asked to indicate whether or not they accepted their status and the ensuing commitment.
   a. Two of the 20 selected for participation in the program found it necessary to withdraw and were replaced by two of the people originally designated as alternates.
   b. Information pertaining to procedures for admission to the Horace H. Rackham School of Graduate Studies was included in this letter.

3. Subsequent communiques to the selectees, on April 28 and May 23, were largely for purposes of explanation, information or instruction concerning registration dates and procedures, scholarship disbursement, housing facilities, the summer workshop, and the internship phase of the program.
4. Between the aforementioned letters, on May 11, a letter was sent to each supervisor of the selectees outlining the objectives of the internship, requirements of the interns, examples of typical intern activities, and soliciting their assistance in providing a rich internship experience.

F. The establishment of an advisory committee for the present project composed of six "graduates" of the original 1964-65 Leadership Development Program.
1. This advisory group was appointed early in May.
2. The initial meeting was held May 16. It dealt with a variety of topics during a four-hour session directed primarily at eliciting suggestions for strengthening the 1966 summer workshop, internships, field experiences and evaluation techniques.

II. Proposed Plans for the Next Reporting Period (June 1 to August 31, 1966)

A. The major activity of the next reporting period will involve the preparation for, and the administration of, the eight-week summer workshop (June 29 to August 18, 1966).

B. Much of the early part of June will have to be devoted to the organizational aspects invoked by the varied facets of the workshop which includes lectures, discussions, field trips, case studies, seminars and independent study. A major expenditure of time and energy will go into securing resource people and speakers who can best fulfill the interdisciplinary concept underlying the workshop offerings while, at the same time, relating to its major units (i.e., The Meaning of Leadership, Philosophy of Education, Organization of Education, Administrative Functions, Socio-Economic Considerations, Curriculum Development and Supervision, Human and Community Relations, and Personal Skills). During this organizational period modifications in the program offerings will be made where indicated by previous experience and evaluation.

C. An ongoing process throughout this period will be the development of evaluative instruments for the immediate and long-range follow-up study of the participants and the program itself.

D. In the latter part of August further attention will be directed toward planning the internship experiences through the personal efforts of the Program Director in cooperation with the employing school district.

III. Special Problems

No special problems have been encountered in the program to date.

IV. Staff Summary

Ralph C. Wenrich, Program Director
Lewis H. Hodges, Assistant Program Director
Barry Roseborough, Assistant in Research
Diana Ludwig, Secretary

V. Date: August 10, 1966

VI. Ralph C. Wenrich

Ralph C. Wenrich
Program Director

VII. _____

~~Edgar J. Brennan~~
Administrative Grants Officer
The University of Michigan

APPENDIX A

THE UNIVERSITY OF MICHIGAN
SCHOOL OF EDUCATION
ANN ARBOR, MICHIGAN 48104

DEPARTMENT OF VOCATIONAL EDUCATION
AND PRACTICAL ARTS

DATE: January 3, 1966

TO: Selected Local School Administrators in Michigan, including Superintendents of Local and Intermediate School Districts, High School Principals, Community College Deans and Directors of Vocational Education

FROM: Ralph C. Wenrich, Chairman
Department of Vocational Education and Practical Arts

SUBJECT: Program for the Development of Persons for Leadership Roles in the Administration and Supervision of Vocational and Technical Education

Many local and intermediate school districts are in need of persons to give leadership to the development and operation of vocational and technical programs on all levels--high school, community college and adult. Anticipating this need, The University of Michigan started an experimental program about two years ago to prepare such persons; to date, 60 men have engaged in this program. This number will not begin to meet the demand. The University of Michigan is, therefore, planning to continue its efforts in leadership development.

The first step in the process each year is the identification of persons with high leadership potential. The persons who have been trained through this program and those now in training were nominated by local administrators. This method has been so successful that we are coming to you again.

Our plan is to select twenty persons with a background in business, industrial, agricultural, or technical education; they will be invited to Ann Arbor for an eight-week workshop (starting June 29, 1966). Scholarships will be available to those finally selected.

Following the workshop the twenty trainees will return to their respective school districts where, it is hoped, they might have an opportunity to perform some leadership roles under supervision. During this year of internship, the trainees will be expected to participate in a series of seminars (meeting one Saturday each month throughout the school year).

In order to develop a list of candidates for this program, we are once again asking for your recommendation of a person (or persons) from your school or school system who in your opinion has high leadership potential and should be considered for this program. It would be appreciated if you would complete the enclosed nomination form prior to January 28. We welcome any comments or suggestions which you might have concerning the program.

RCW:ck
Enclosures

THE UNIVERSITY OF MICHIGAN
SCHOOL OF EDUCATION
ANN ARBOR, MICHIGAN 48104

DEPARTMENT OF VOCATIONAL EDUCATION
AND PRACTICAL ARTS

MEMORANDUM

DATE: January 3, 1966

TO: Selected Teacher Educators

FROM: Ralph C. Wenrich, Director
Vocational Teacher Education

SUBJECT: Leadership Development Program for Vocational and Technical Education

During the past two years we have asked you to assist us in identifying persons with high leadership potential who might be considered as candidates for a program dealing with the selection and development of persons for leadership roles in the administration and supervision of vocational and technical education.

We would like, therefore, to invite you once again to nominate students or former students from your institution with high leadership potential. Our search is limited to persons under 45 years of age who have majored in agricultural, business or industrial education, with at least two years of work experience (outside the schools) and at least two years of teaching experience (currently employed in Michigan).

Would you be willing to send us a list of the names and addresses of persons you would like to nominate for this leadership development program? We should have your reply by January 28 if possible. We will then contact these persons to learn of their interest in preparing for leadership positions and, if interested, to get additional information about them. Your cooperation will be appreciated.

RCW:dll

Enclosures

S P D

NOMINATIONS FOR MICHIGAN LEADERSHIP DEVELOPMENT PROGRAM

1. Do you have a person(s) with a background in agricultural, business, or industrial education in your school (or school system) whom you wish to recommend for the Michigan Leadership Development Program?

☐ No (skip to Question 4)

☐ Yes (answer Questions 2 and 3)

2. Would you please list the name(s) of the nominee(s) below:

NAME ADDRESS

_____

_____

_____

3. If you have listed nominees above, would you consider using one or more of these persons in an administrative and/or supervisory position in your school (or school system) after they have completed the leadership training program?

☐ Yes ☐ No

4. Whether or not you have recommended someone for the program, would you be willing to explore the possibility of using one of the men in the program on an internship basis during the school year 1966-67?

☐ Yes ☐ No

5. Do you have a need, or do you foresee a need in the near future for an administrator, supervisor, or consultant in vocational and/or technical education?

☐ Yes ☐ No

If so, describe briefly the position and indicate approximately when you will need someone.

Position title or description_____

When needed_____

APPENDIX B

THE UNIVERSITY OF MICHIGAN
SCHOOL OF EDUCATION
ANN ARBOR, MICHIGAN 48104

DEPARTMENT OF VOCATIONAL EDUCATION
AND PRACTICAL ARTS

DATE: January 28, 1966

TO: Persons Who Have Been Nominated for Participation in the Michigan Leadership Development Project for 1966-67

FROM: Ralph C. Wenrich, Chairman
Department of Vocational Education and Practical Arts

SUBJECT: Request for Personal Data from Individuals Who Have Been Nominated and Wish to be Considered

Local school administrators--high school principals, community college deans, vocational directors and superintendents--were recently invited to nominate persons employed in their schools with a background of experience in agricultural, business or industrial education who have high leadership potential. You were one of those nominated, and therefore are being considered to participate in a program for the identification, selection and development of persons with potential for leadership roles in the administration and supervision of vocational and technical education.

Recent developments in the field of vocational and technical education have created a critical shortage of qualified persons for a variety of leadership roles. This need has been demonstrated by the many requests received for qualified persons to fill administrative and supervisory positions, such as assistant deanships in Michigan community colleges, consultants in intermediate school districts, local directorships and others. In view of this critical need, The University of Michigan, with the cooperation of the Carnegie Corporation of New York, will continue the leadership development program started about two years ago.

Selected teachers, counselors and administrators with a background in business, industrial, agricultural, or technical education will be invited to come to Ann Arbor next summer for an eight-week workshop especially designed to prepare them for leadership roles; the workshop participants may register for a maximum of eight semester hours of credit at The University of Michigan. Scholarships will be made available to all participants of the eight-week workshop. It is also planned to make arrangements so that those who complete the workshop will have an opportunity to get experience in the performance of administrative or supervisory functions during the school year 1966-67, either in their own school system or in some other system, possibly on a part-time basis.

The attached form is designed to gather data on those individuals who have been nominated and are interested in being considered further as candidates for the leadership development project. If you have no interest in the project, you need not respond.

If interested, it is necessary for you to complete this form prior to February 15 and return it to Ralph C. Wenrich, School of Education, The University of Michigan, Ann Arbor. We welcome any comments or questions that you may have concerning any aspect of the project.

The University of Michigan

MICHIGAN LEADERSHIP DEVELOPMENT PROJECT

Please answer the following questions and return the form, no later than February 15, 1966, to Ralph C. Wenrich, School of Education, The University of Michigan, Ann Arbor.

1. Name and Home Address _____

_____ Zip Code _____

Home Phone Number _____

2. Your present position and business address:

Title of position (if teacher, give subject(s) taught) _____

_____

School (or school system) _____

Address _____

_____ Zip Code _____

School or business telephone number _____

How long have you been in this position? _____

3. Would you be interested in being considered further as a candidate for the third University of Michigan Leadership Development Project?

☐ Yes ☐ No

4. If selected, would you be available to participate in the eight-week workshop in leadership development next summer as a part of the project?

☐ Yes ☐ No

5. Would you be willing to come to Ann Arbor for a day at your own expense, during the month of March, to be interviewed and take a battery of tests as a part of the project?

☐ Yes ☐ No

If yes, circle the dates that you would like to come. Indicate first, second, and third choices.

March 9 March 10 March 11

(All interviewing and testing must be done on these dates.)

6. If you are finally selected for the program, would you be willing to participate in an on-the-job (internship) experience in an administrative or supervisory position (probably part-time and preferably in the school system in which you are now employed) during the school year 1966-67?

☐ Yes ☐ No

7. If you are finally selected for the project, would you be willing to live in Ann Arbor during the eight-week workshop (with the exception of weekends)?

☐ Yes ☐ No

8. Date of your birth: _____ Social Security No. _____

9. Your marital status: Single Married Widowed

10. Number of children you have: _____

11. What degree(s) do you hold? When did you receive them? From what institution?

Degree	Date Received	Name of Institution

12. Have you completed any course work beyond your last degree?

☐ Yes ☐ No

If yes, how many semester hours? _____

When did you take this work? _____

At what institution? _____

13. Have you completed the above work toward an advanced degree?

☐ Yes ☐ No

If yes, for what degree? _____

14. What type of certificate do you now hold?

☐ Secondary Provisional ☐ Vocational

☐ Secondary Permanent Other _____

15. What subject(s) appear on your certificate?

_____

16. Give full name and address of your present immediate supervisor.

_____

_____

17. Former experience in schools (teaching, counseling, etc.)

Name of School & Location	Type of Position	Level and Subject Taught	Dates From	Dates To

18. Give full name(s) and address(es) of your immediate supervisor(s) in former teaching position(s), if any.

Name of Supervisor	Address

19. Kind and amount of work experience you may have had in business, industry, agriculture and/or military service.

Dates of Employment From Mo.	From Yr.	To Mo.	To Yr.	Number of Months Worked	Aver. Hours Per Week	Title of Position (or work performed)	Name and Address of Firm	Describe Duties and Nature of Work, Including Supervisory Responsibilities, if Any

20. Give full name and address of your supervisor in business, industry, agriculture, and/or military service for whom you have worked most recently.

21. List the professional associations in which you hold membership and describe your participation in each (1) as an officer or committeeman and (2) in the meetings or conventions as a program chairman, speaker, etc.

Associations	Nature of Participation

22. List all honors and awards (such as honorary memberships, scholarships, or other kind of awards) you have received.

Kind of Award	When Received	By Whom Granted

23. List any leadership roles in your school or community which you now hold or have held in the past (such as committee chairmanship, offices held in organizations, or other elected or appointed positions in the school or in the community).

Leadership Position Held	When Held	Appointed or Elected

24. The following space is reserved for any additional information that you would like to add (you may include any contributions to your profession, or any professional activities not reported elsewhere in this form).

APPENDIX C

THE UNIVERSITY OF MICHIGAN
SCHOOL OF EDUCATION
ANN ARBOR, MICHIGAN 48104

DEPARTMENT OF VOCATIONAL EDUCATION
AND PRACTICAL ARTS

DATE: March 1, 1966

TO:

FROM: Ralph C. Wenrich, Chairman
Department of Vocational Education and Practical Arts

SUBJECT: Request for Information Concerning Mr.

Recent developments in the field of vocational education have created a serious shortage of qualified persons for a variety of leadership positions. In view of this critical problem, The University of Michigan, with the cooperation of the Carnegie Corporation of New York, is continuing its program to identify, select and further develop individuals with leadership potential in this field.

The person indicated above has been recommended as a possible candidate for this development program, and has expressed an interest in participating. He has indicated that he either is or has been under your supervision. In order to further evaluate his potential and qualifications for a leadership role in vocational and technical education, we need your candid appraisal of his past performance. Your cooperation in supplying information as requested on the enclosed form concerning the subject individual will be greatly appreciated, and will be held in strictest confidence.

Please fill out the form and return it in the envelope provided not later than March 10, 1966.

Thank you for your cooperation.

RCW:dll
Enclosures 2

REFERENCE QUESTIONNAIRE

ME OF CANDIDATE_____

RECTIONS: Under each of the following questions check the one phrase which most accurately describes the candidate's habitual behavior with regard to that specific trait. Use the space at the end of each item for any comment you care to make about the candidate as far as that trait is concerned.

HOW WELL IS HE ABLE TO DIRECT AND INFLUENCE OTHERS ALONG DEFINITE LINES OF ACTION?

_____ Very successful in leading others.
_____ Normally successful in directing and controlling others.
_____ Poor leader - incapable of directing others.

Comments _____

HOW WELL DOES HE WORK WITH ASSOCIATES AND OTHERS FOR THE GOOD OF A GROUP?

_____ Cooperates willingly and actively regardless of self-benefit; makes things go smoothly.
_____ Cooperates with others toward accomplishment of common cause.
_____ Gives limited cooperation; neglects common good for own interests.

Comments _____

HOW RESPONSIBLE IS HE? IS HE ABLE TO GET THINGS DONE ON HIS OWN?

_____ Exceptionally able to accomplish work without instructions.
_____ Carries out routine activity on own responsibility.
_____ Usually needs detailed instructions with regular checks of work.

Comments _____

HOW DOES HE REACT TO SUGGESTIONS OR CRITICISM BY OTHERS?

_____ Follows suggestions willingly.
_____ Listens to suggestions but may act without considering them.
_____ Resents suggestions and criticism.

Comments _____

HOW WELL DOES HE APPLY ATTENTION, ENERGY, AND PERSISTENCE IN FOLLOWING A JOB THROUGH?

_____ Unusual perseverance; does more than expected.
_____ Industrious, energetic; dependable at all times.
_____ Completes assigned tasks of his own accord.
_____ Rather indifferent; does not finish job.
_____ Needs much prodding to complete work.

Comments _____

HOW WELL DOES HE PUT HIS PRINCIPLES AND CONVICTIONS INTO ACTION?

_____ Carries out his principles and convictions constantly and boldly even in face of obstacles.
_____ Acts according to his convictions under normal circumstances.
_____ Fails to carry out his convictions under adverse circumstances.

Comments _____

Directions: Please state briefly what you know of the applicant with regard to each of the following items.

WOULD YOU DESCRIBE THE POSITION HELD BY THE CANDIDATE WHILE UNDER YOUR SUPERVISION?

Title of Position:

Duties:

DO YOU KNOW ANYTHING ABOUT HIS PARTICIPATION IN CIVIC, SERVICE, OR PROFESSIONAL ORGANIZATIONS?

_____ Yes _____ No. If yes, please explain.

DO YOU HAVE AN OVERALL IMPRESSION OF HIS LEADERSHIP POTENTIAL FOR DIRECTING VOCATIONAL OR TECHNICAL EDUCATION PROGRAMS? _____ Yes _____ No. If yes, please explain.

OTHER INFORMATION. (Include here any information that you deem pertinent which has not been asked above, such as discretion, honesty, neatness, companions, integrity, etc.)

How long have you known the candidate? _____

Are you related to the candidate? _____ Yes _____ No.

If yes, state relationship. _____

Signed _____

Your name _____
(printed or typed)

Employed by _____

Position _____

Date _____.

Since your answer to the foregoing items will have direct bearing upon the selection of this candidate, please immediately return this form in the enclosed envelope.

APPENDIX D

THE UNIVERSITY OF MICHIGAN
SCHOOL OF EDUCATION
ANN ARBOR, MICHIGAN 48104

DEPARTMENT OF VOCATIONAL EDUCATION
AND PRACTICAL ARTS

March 1, 1966

Thanks for responding to my memorandum of January 28 regarding our Leadership Development Project; we were pleased to note that you are interested in the project. From the list of interested persons we have selected, on the basis of the information furnished on the form (such as age, teaching experience and other work experience), approximately 40 persons to come to Ann Arbor for testing and interviewing. Unfortunately, our resources do not permit us to involve all who applied. We regret you could not be included.

There are, however, numerous other opportunities for a person who has the ability and desire to prepare for administrative and supervisory positions in vocational and technical education. Therefore, if you are interested in exploring other possibilities through which you might prepare yourself for a leadership position and would like to discuss this matter with us, I would be pleased to hear from you.

Sincerely yours,

Ralph C. Wenrich
Project Director

RCW:dll

APPENDIX E

THE UNIVERSITY OF MICHIGAN
SCHOOL OF EDUCATION
ANN ARBOR, MICHIGAN 48104

DEPARTMENT OF VOCATIONAL EDUCATION
AND PRACTICAL ARTS

March 1, 1966

You have been selected to participate in the next phase of our Leadership Development Program, which is the testing and interviewing of those applicants who have met certain basic criteria; from this group will be selected those who will be invited to further participate in the project. On the form which you returned you indicated an interest in the project and a willingness to come to Ann Arbor for a day (at your own expense) to take a battery of tests and to be interviewed. You further indicated that you would prefer to come on March . In the event that you cannot make it on this date, but could come on one of the other dates (March 9, 10, 11) will you please let us know immediately your next preference. To the extent possible, we have given people their first choice of dates.

You should arrive in Ann Arbor no later than 8:30 A. M. and report to the Michigan Union where the testing will begin at 9:00 (consult bulletin board for room number). At 12 Noon the group will have lunch at the Michigan Union together with several members of our staff. Individual interviews will be arranged for the afternoon and the schedule will be announced at the luncheon. Although some individuals will have completed their interviews by mid-afternoon, others may be detained in Ann Arbor as late as 5:30 or 6 o'clock.

We are pleased that you are interested in this project and we will look forward to seeing you in Ann Arbor on March unless we hear from you to the contrary.

Sincerely yours,

Ralph C. Wenrich
Project Director

RCW:dll

P. S. Will you please submit to me official transcripts showing all of the college and university work you have taken, unless you have been previously admitted to the Horace H. Rackham School of Graduate Studies at The University of Michigan.

APPENDIX F

Name _____

The University of Michigan

LEADERSHIP DEVELOPMENT PROJECT
for
Vocational and Technical Education

TEST D, PART I

1. What type of leadership position are you most interested in preparing for?

_____

2. List as many traits or personal characteristics as you can that you feel would be important for the position you specified in item 1.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

3. After you have finished your list (under item 2 above), place a check in front of the three items you feel are the <u>most</u> important.

Name _____

The University of Michigan

LEADERSHIP DEVELOPMENT PROJECT
for
Vocational and Technical Education

TEST D, PART II

Directions: In your estimation, how important is each of the following items as it might relate to you in the leadership position which you indicated in Item I, Part I interests you most. Check each item "very important", 'somewhat important", or "not very important".

			Very important	Somewhat important	Not very important
1.	a.	To do one's best	a.		
	b.	To be successful	b.		
	c.	To accomplish tasks requiring skill and effort	c.		
	d.	To be a recognized authority	d.		
	e.	To accomplish something of great significance	e.		
2.	a.	To accept the leadership of others	a.		
	b.	To read about great men	b.		
	c.	To conform to custom and avoid the unconventional	c.		
	d.	To let others make decisions	d.		
3.	a.	To have written work neat and organized	a.		
	b.	To make plans before starting on a difficult task	b.		
	c.	To have things organized	c.		
	d.	To keep things neat and orderly	d.		
4.	a.	To say witty and clever things	a.		
	b.	To tell amusing jokes and stories	b.		
	c.	To talk about personal adventures and experiences	c.		
	d.	To talk about personal achievements	d.		
	e.	To be the center of attention	e.		
5.	a.	To be able to come and go as desired	a.		
	b.	To say what one thinks about things	b.		
	c.	To be independent of others in making decisions	c.		
	d.	To feel free to do what one wants	d.		
6.	a.	To be loyal to friends	a.		
	b.	To participate in friendly groups	b.		
	c.	To do things for friends	c.		
	d.	To form new friendships	d.		
	e.	To make as many friends as possible	e.		
7.	a.	To understand how others feel about problems	a.		
	b.	To put one's self in another's place	b.		
	c.	To judge people by why they do things rather than by what they do.	c.		

			Very important	Somewhat important	Not very important
8.	a.	To seek encouragement from others	a.		
	b.	To have others be kindly	b.		
	c.	To have others be sympathetic and understanding about personal problems	c.		
	d.	To have others feel sorry when one is sick	d.		
9.	a.	To settle arguments and disputes between others	a.		
	b.	To persuade and influence others to do what one wants	b.		
	c.	To supervise and direct the actions of others	c.		
	d.	To tell others how to do their jobs	d.		
10.	a.	To feel guilty when one does something wrong	a.		
	b.	To feel depressed by inability to handle situations	b.		
	c.	To feel timid in the presence of superiors	c.		
	d.	To feel inferior to others in most respects	d.		
11.	a.	To help friends when they are in trouble	a.		
	b.	To assist others less fortunate	b.		
	c.	To treat others with kindness and sympathy	c.		
	d.	To forgive others	d.		
12.	a.	To do new and different things	a.		
	b.	To travel	b.		
	c.	To meet new people	c.		
	d.	To experience novelty and change in daily routine	d.		
	e.	To experiment and try new things	e.		
13.	a.	To keep at a job until it is finished	a.		
	b.	To complete any job undertaken	b.		
	c.	To work hard at a task	c.		
	d.	To keep at a puzzle or problem until it is solved	d.		
14.	a.	To go out with members of the opposite sex	a.		
	b.	To engage in social activities with the opposite sex	b.		
	c.	To be in love with someone of the opposite sex	c.		
15.	a.	To tell others off when disagreeing with them	a.		
	b.	To get revenge for insults	b.		
	c.	To become angry	c.		
	d.	To blame others when things go wrong	d.		
	e.	To read newspaper accounts of violence	e.		

APPENDIX G

Date _____ Name _____

INTERVIEW GUIDE

	Out-standing	Excellent	Good	Fair	Poor	Can't say
1. HOW WOULD YOU DESCRIBE THE CANDIDATE'S GENERAL APPEARANCE? (Consider dress; grooming; bearing; physical defects, if any, etc.)						
2. WHAT IS YOUR ESTIMATE OF THE CANDIDATE'S ENTHUSIASM? (Consider his attitude toward this project; his outlook toward his profession; purpose in life, etc.)						
3. WHAT WAS THE QUALITY OF HIS TEACHING EXPERIENCE? (Consider the relationship of his teaching experience to the needs of employment-bound youth; satisfactions from teaching; relationships and rapport with students and others, etc.)						
4. WHAT WAS THE QUALITY OF HIS WORK EXPERIENCE OTHER THAN TEACHING? (Consider the contribution of work experience to his effectiveness as a teacher; was it a satisfying experience? Is the work experience reported accurate (see item 20 on personal data form in candidate's folder)?)						
5. HOW WOULD YOU RATE THE CANDIDATE'S GOALS AND ASPIRATIONS? (Consider his reasons for being interested in this project; the realistic nature of his goals, etc.)						
6. HOW WOULD YOU RATE THE CANDIDATE'S COMMUNICATIONS SKILLS? (Consider ability to express himself; proper English usage; fluency, etc.)						
7. WHAT WAS THE CANDIDATE'S ATTITUDE TOWARD THE INTERVIEW AND THE INTERVIEWER?						
8. HOW WOULD YOU RATE THE CANDIDATE'S LEVEL OF MATURITY? (Consider his self-understanding, judgment, and rationality.)						

Overall appraisal (Check one)

_____ Recommended very highly
_____ Recommended highly
_____ Recommended
_____ Recommended with reservations
_____ Not recommended

Comments:

Signature of Interviewer _____

If you are accepted for the project and are in the experimental (workshop) group, would you plan to live in Ann Arbor? Yes ____ No ____

If you are accepted for the project, would you be willing to come to Ann Arbor four times a semester as a part of your internship? Yes ____ No ____

APPENDIX H

Letter (individually typed) to persons selected for the 1966-67 Michigan Leadership Development Program

April 1, 1966

Dear Mr. :

It gives me a great deal of pleasure to inform you that you have been selected to participate in our 1966-67 Michigan Leadership Development Program.

As you know, this program has two phases, the eight-week summer workshop beginning June 29, and the internship experience during the academic year 1966-67. Additional information about the program is enclosed.

We need to know as soon as possible whether or not you will accept this invitation to participate in the Michigan Leadership Development Program. Therefore, will you please check and return the enclosed postal card.

Persons who will take up residence in Ann Arbor for the eight-week summer session will receive a scholarship of at least $600. Persons who do not plan to reside in Ann Arbor will receive a substantially smaller amount. (The scholarship amount will include $100 for tuition.) We need to know, for purposes of determining the exact amount, whether or not you plan to live in Ann Arbor. Therefore, will you please check that item on the card also?

All workshop participants must be admitted to and register in the Horace H. Rackham School of Graduate Studies. Information pertaining to admission to the Rackham Graduate School is included in the materials enclosed.

Information about registration will be sent at a later date. Requests for information about housing should be addressed to University Apartment Facilities, 2364 Bishop, North Campus, Ann Arbor, Michigan.

Sincerely yours,

Ralph C. Wenrich
Program Director

RCW:dll

Enclosures

The University of Michigan
Michigan Leadership Development Program
for Vocational and Technical Education
1966-67

PROCEDURES FOR ADMISSION TO SUMMER STUDY AT THE UNIVERSITY OF MICHIGAN

All workshop participants must register for graduate credit. In order to register for graduate credit, it is necessary to be admitted to the Horace H. Rackham School of Graduate Studies.

New Students, that is, students who have never been admitted to the Horace H. Rackham School of Graduate Studies:

For application forms write immediately to:

Horace H. Rackham School of Graduate Studies
Rackham Building
Ann Arbor, Michigan 48104

Specify the type of admission you will be seeking (see below).

Types of Admission:

Regular -- qualified students who intend to pursue a degree program at The University of Michigan

Special --
(a) students who wish to elect work for graduate credit, but who are not applicants for a degree at The University of Michigan
(b) students in good standing in any recognized graduate school (and may want to transfer credit earned at The University of Michigan)

NEW STUDENTS, NOTE THESE SPECIAL INSTRUCTIONS FOR PROCESSING YOUR APPLICATION FOR ADMISSION TO THE GRADUATE SCHOOL

1. Mail the completed application form to Ralph C. Wenrich, 4106 University High School, Ann Arbor, rather than to the Graduate School as specified on the form. This must be done by May 1.

2. As directed on the application form, students seeking regular admission should send two sets of official transcripts from each college and university attended since high school. (The set of transcripts you sent earlier will be kept in the Department of Vocational Education and Practical Arts.) Students seeking special admission need not send transcripts.

3. Be sure to include the application fee (in check or money order) as specified on the form.

(continued)

Former Students in the Horace H. Rackham School of Graduate Studies

Students who previously have been admitted to the Rackham School of Graduate Studies, but who have not enrolled for one or more semesters, must immediately notify the Dean of the Graduate School that they wish to reenroll for the Summer Half Term of 1966.

Students Presently Enrolled in the Horace H. Rackham School of Graduate Studies

Students who are presently enrolled in the Rackham School of Graduate Studies and who are registered for courses this semester need do nothing further prior to registration in June.

Note: Registration for extension credit in a U of M graduate study center is not considered an enrollment in the School of Graduate Studies. If you are enrolled in a U of M graduate study center this term, check your copy of the registrationaire to see if it is marked Graduate Extension or Graduate Residence.

Letter (individually typed) to persons selected as alternates for 1966-67 Michigan Leadership Development Program

April 1, 1966

Dear Mr. :

Those of us who had the responsibility for selecting the 20 individuals to participate in The University of Michigan's Leadership Development Program have just completed a most difficult task. After combing the records of 45 very well-qualified candidates, we have selected those we consider to have the highest potential and the best qualifications for leadership roles in vocational-technical education. Although we were not able to include you in the 20 candidates selected for the program, we have placed you in a group of alternates from which we will draw persons in case any of the 20 are unable to participate.

We would like to know definitely whether or not you are willing to accept this standby status. We realize that you may wish to make other plans since this is so indefinite; if you do (and are therefore no longer available for participation in the program), please advise us.

Will you please inform us on the enclosed card of your acceptance, and return the card at your earliest convenience.

Sincerely yours,

Ralph C. Wenrich
Program Director

RCW:dll

Enclosure

Letter to persons rejected in final selection phase of 1966-67 Michigan Leadership Development Program

April 1, 1966

Dear Mr. :

Those of us who had the responsibility for selecting the twenty individuals to participate in the Michigan Leadership Development Program have just completed a most difficult task. After combing the records of forty-five very well-qualified candidates, we have finally selected those we consider to have the highest potential and the best qualifications for leadership roles in vocational-technical education. We are sorry that we could not accept into the program more than the twenty specified, because many excellent applicants had to be excluded.

Although we were not able to include you in the group selected for the program, we are still interested in helping you in any way we can to prepare yourself for a more significant role in the further development of vocational-technical education in Michigan. We would, therefore, be pleased to hear from you and to work with you in any way that you think we might assist you in accomplishing this objective.

Sincerely yours,

Ralph C. Wenrich, Director
Michigan Leadership Development Program

RCW:dll

APPENDIX J

THE UNIVERSITY OF MICHIGAN
SCHOOL OF EDUCATION
ANN ARBOR, MICHIGAN 48104

DEPARTMENT OF VOCATIONAL EDUCATION
AND PRACTICAL ARTS

MEMORANDUM

DATE: April 28, 1966

TO: Summer Workshop Participants in Leadership Development Program for Vocational and Technical Education

FROM: Ralph C. Wenrich

A few short weeks from now, you will be coming to Ann Arbor for the summer workshop in Leadership Development for Vocational and Technical Education. We promised to let you know details about registration and payment of the scholarship.

Those of you who have been admitted recently to the Graduate School, as either regular or special students, will receive a notice of admission. Bring the notice of admission when you come to register; you cannot register without it.

Registration will be held Monday, June 27, from 1:00 to 3:30 P.M., and Tuesday, June 28, from 8:00 A.M. to 3:30 P.M. You should go first to the Rackham Building (on East Washington Street) and pick up your registration materials. Then come to this office, Room 4106 University High School, to consult with an advisor (Lewis Hodges or me) and fill out the forms. The specific courses you will elect will be determined at that time, but they will be among those listed on the mimeographed sheet enclosed. You should allow yourself at least a half day to complete registration.

The total amount of your scholarship will be $600. You will receive one-half this amount at the time you register in Waterman Gymnasium; the tuition fee of $95 will be deducted from the $300, and you will receive the balance in cash. The other half of the total scholarship amount will be paid on the last day of the workshop, August 18.

Shortly, you will receive information regarding housing facilities during the summer.

If you have any questions, write or call this office (telephone, 764-8423). I will look forward to seeing you June 27 or 28.

RCW:dll

Enclosures

P.S. If you have not yet mailed your application for admission to the Horace H. Rackham School of Graduate Studies, you should do so immediately.

The University of Michigan
LEADERSHIP DEVELOPMENT PROGRAM
for
VOCATIONAL AND TECHNICAL EDUCATION

SUMMER WORKSHOP
June 29-August 18, 1966

A. INTRODUCTION

The 1966 summer leadership development workshop will be attended by twenty selected vocational and technical educators. It will be conducted at The University of Michigan, Ann Arbor, beginning June 29, 1966. The participants will be engaged full-time, five days per week for eight weeks. A Carnegie Corporation of New York scholarship in the amount of $600 will be provided for each of the participants. All workshop participants must be accepted by and registered in the Horace H. Rackham School of Graduate Studies for the summer half of the Spring-Summer Term.

B. OBJECTIVES

The leadership development workshop is designed to further develop selected individuals for leadership positions in vocational and technical education. It will attempt, through lectures, field experiences, small group work and individual study and seminar activity, to instruct the participants in effective leadership practices and techniques as well as to provide the specific knowledge required of a vocational-technical administrator. Most important, the workshop will endeavor to assist the participants in gaining an insight into their own behavior and attitudes which affect their ability to direct the efforts of others.

C. CURRICULUM

The 240 hours of workshop experience will be allocated as follows:

Formal Presentations (approximately 80 hours):

Leadership factors, organizational patterns, administrative functions, personal skills (speaking, writing, etc.), socio-economic considerations, legal aspects, human and community relations, supervision and curriculum development, industrial psychology etc.

Field Trips (approximately 80 hours):

Visits to schools, colleges, industries, governmental units, etc., to study vocational programs and to observe administrative practices and procedures.

Seminars and Discussions (approximately 80 hours):

Group dynamics, small group discussions, case studies, seminars, etc.

Individual Study and Research

Each individual will be expected to spend approximately three hours a day in preparation for the workshop. Evaluative tests will be administered periodically to assess individual and group progress. Time will be made available for independent study and pursuit of individual problems.

D. REGISTRATION IN THE GRADUATE SCHOOL

The primary purpose of the workshop is not a stepping stone to an advanced degree. However, eight hours of graduate credit will be obtained by enrolling in any of the following courses:

B613 (2 hours) Administrative and Supervisory Functions in Relation to Vocational Education

B813 (2 hours) Vocational Education Workshop for School Administrators

E663 (2 or 3 hours, for a total of 4 or 6 hours) Seminar: Vocational Education and The Practical Arts OR

E561 (2 hours for a total of 4 hours) Special Problems in Vocational Education

K690 (1 or 2 hours for a total of 6 hours) Internship and Directed Field Experience

K670 (1 or 2 hours for a total of 2 or 4 hours) Reading in Education

K680 (1 to 6 hours) Individual Research in Education

Any combination of the above courses is acceptable, provided they have not been taken previously. Advisors will be assigned from the project staff to assist the participants in the registration procedure and approving course elections.

E. CALENDAR

Registration for Summer Session -- June 27-28, 1966

Workshop begins -- June 29, 1966, 8:00 A.M.

Workshop ends -- August 18, 1966

F. FURTHER INFORMATION

Questions and requests for further information concerning the project should be addressed to the Program Director:

Ralph C. Wenrich
Department of Vocational Education
and Practical Arts
School of Education
The University of Michigan
Ann Arbor, Michigan 48104
Telephone: 764-8423

APPENDIX K

Letter (individually typed) to superintendent and other administrators of school district in which selectee is employed

May 11, 1966

Dear Mr. :

It is a pleasure to inform you that Mr. of your school system is included in the group of men selected to participate during the ensuing year in The University of Michigan Leadership Development Program. This program, as you may know, is designed to prepare persons for leadership roles in vocational and technical education. Mr. is one of 20 persons selected from a group of 45 men who came to Ann Arbor at our invitation for testing and interviewing; the 45 persons had been screened previously from a list of 295 persons nominated by local school administrators.

The Michigan Leadership Development Program consists of two major parts: (1) an intensive eight-week summer workshop which will start on June 29, 1966, and (2) an internship program and field experiences beginning in the fall of 1966 and continuing throughout the school year.

The second phase, the internship and field experiences, can be a rich experience for the trainee and of considerable benefit to the local school district if the program is properly planned. Each internship participant will be expected to do certain studies related to the school and community in which he works; follow-up studies, community occupational surveys, and studies of existing vocational and technical programs operated by the local school district and other community agencies are examples. Other experiences will be planned on the basis of specific local needs of the school and the community; included among these experiences might be, serving on a curriculum committee to develop new or revise vocational programs, planning new or expanded facilities for vocational and technical education, developing a cooperative occupational training program, supervising Manpower Development and Training programs, working with local lay advisory committees, and working with local governmental agencies and community organizations in the development of improved vocational and technical education programs. Enclosed are several copies of a mimeographed statement describing in greater detail the internship phase of the program.

It is hoped that you, or someone designated by you, might be able to work out a satisfactory internship for Mr. . Also, it is hoped that the intern would work under the supervision of an experienced administrator such as yourself, your high school principal, or local director of vocational education.

Just as soon as possible, I, or some other member of our staff working with the Leadership Development Program, will contact you to discuss the internship program for Mr. . Since we will probably not be able to visit most schools until this fall, I thought you might find it helpful to have at this time the enclosed information regarding internship experiences; in building your plans for next fall, you can keep the need for internship experiences for Mr. in mind.

Incidentally, though it is not absolutely necessary, it is highly desirable that interns be given some released time from their teaching or other normal duties for the performance of the internship activities. In addition, it is expected that the intern will give many hours outside of school time to the performance of his duties.

If you have any questions which need to be answered before we are able to visit you, please call me or Mr. Lewis Hodges at Area Code 313, 764-8423. You may call collect.

Sincerely yours,

Ralph C. Wenrich
Program Director

RCW:dll

Enclosures

cc: Principal
Director, Vocational Education

THE UNIVERSITY OF MICHIGAN
SCHOOL OF EDUCATION
ANN ARBOR, MICHIGAN 48104

DEPARTMENT OF VOCATIONAL EDUCATION
AND PRACTICAL ARTS

MEMORANDUM

DATE: May 23, 1966

TO: Participants in Michigan Leadership Development Program for Vocational And Technical Education, 1966-67

FROM: Ralph C. Wenrich

A few weeks ago I sent to your chief administrator (Superintendent or Community College President) and other administrative officers with whom you may be working, a letter notifying them of your selection for the Leadership Development Program. With that letter was included a mimeographed statement explaining the internship phase of the program. I thought you, too, would like to have more detailed information about the internship; perhaps one or more of your administrators will be discussing it with you soon.

Also enclosed is a copy of a directory listing all former participants in the Leadership Development Program. Although not all the information on addresses, positions, etc. is correct (we are now in the process of updating it), it is sufficiently accurate that the list may be helpful to you. My thought is that you might know one or more of these persons and wish to talk with him about the program.

lps

Enclosures

May 11, 1966

The University of Michigan
LEADERSHIP DEVELOPMENT PROGRAM
for
VOCATIONAL AND TECHNICAL EDUCATION

INFORMATION CONCERNING INTERNSHIPS 1966-67

INTRODUCTION

The University of Michigan has, for the past two years, been engaged in a program for the development of persons for leadership roles in vocational and technical education. Funds have been secured through the Vocational Education Act of 1963 to continue this program for at least three more years.

In January, 1966, we asked local school administrators--superintendents, high school principals, community college deans, local directors of vocational education, and others--to nominate persons with a background of training and experience in one of several vocational-technical fields and with high leadership potential. From the 295 persons nominated, 20 persons were selected. These 20 persons will participate in an intensive eight-week workshop to be held in Ann Arbor during the 1966 summer session. The workshop is designed to prepare them for the second phase of the Leadership Development Program which is the internship; this statement is intended to describe the internship phase of the program.

OBJECTIVES OF INTERNSHIP

1. To provide for the intern some administrative responsibilities
2. To enable the intern to benefit by association with experienced administrators
3. To provide the intern with a working knowledge of his community
4. To enlighten the intern as to how his own school system operates administratively
5. To give the intern insight into the power structure of the community
6. To provide an experience whereby the intern can assess his strong and weak points
7. To give the intern visibility in the community and to assist him in gaining professional stature in the local school system

REQUIREMENTS OF INTERNS

1. The 20 interns participating in the program will participate in an internship and/or field experiences in the school system in which they are employed during the 1966-67 school year. During this period they will also participate in monthly seminars which will meet in Ann Arbor. Interns will enroll for two semester hours of graduate credit each semester. Guidance and direction for the internship phase will be accomplished through the monthly seminars.

2. Each intern will be expected to participate in a variety of activities including such experiences as, (1) making a community occupational survey in his community, (2) making a study of his local school administrative organization, (3) conducting a study of existing vocational programs in his community, (4) making a study of his community's power structure, etc.

3. Each intern will participate in one or more projects; the nature of these projects will depend upon the individual's goal and the opportunities for on-the-job experiences available to him in his school and community. Some examples of special internship experiences might be, (1) to develop a new or revised vocational curriculum, (2) to work with parent-teacher organizations or youth groups, (3) to work with advisory committees, (4) to assume some supervisory responsibilities.

4. The internship and seminars will not require time off from the participant's regular teaching assignment or other employment. However, if released time can be arranged (and this is considered highly desirable) additional experiences in leadership roles can be provided for the intern.

EXAMPLES OF TYPICAL EXPERIENCES FOR INTERNS

1. Community occupational survey
2. Study of needs of youth and/or adults
3. Study of local school administrative organization
4. Study of existing vocational programs in community
5. Study of vocational programs in fields other than the intern's special field
6. Follow-up studies of graduates from vocational and technical programs
7. Study of dropouts
8. Description of community in terms of population, social structure, economic activities, power structure, etc.
9. Administrative responsibilities on the local level

EDUCATIONAL OBSERVATIONS AND INVESTIGATIONS

Each intern will be expected to observe and study outstanding programs in his own school system or in other schools. Released time may be necessary for such visitations.

OTHER SUGGESTED ACTIVITIES FOR INTERNS

1. Work with Community Organizations and Institutions, such as:
   a. Michigan Employment Services
   b. Chamber of Commerce
   c. Committee for Economic Development
   d. Service clubs
   e. Clubs and youth groups
      1) YMCA 2) YWCA 3) 4-H Clubs
      4) FHA 5) FFA 6) FBLA (Future Business Leaders of America)
      7) DECA (Distributive Education Clubs of America)
      8) Junior Achievement Clubs
      9) Youth Commissions

2. Study School Plant and Facilities
   a. New construction--vocational and/or technical facilities
   b. Existing construction--expansion or better utilization of existing vocational facilities

3. Work with Superintendent and Board of Education
   a. Keep superintendent and board informed as to trends and legislation relative to vocational-technical education

4. Improve School Community Relations
   a. Work with parent-teacher groups
   b. Assist with school exhibits
   c. Write for local newspapers
   d. Make addresses before groups
   e. Help with publicity programs
   f. Represent the school in cooperating with other community agencies

5. Work with Advisory Groups
   a. Community council
   b. Citizens committees
   c. Vocational education committees
   d. Craft committees
   e. Joint apprentice committees

6. Improvement of Instruction
   a. Provide leadership, staff meetings
   b. Define aims, objectives, scope, of vocational program
   c. Help new teachers
   d. Help select, develop, and use instructional materials
   e. Assist teachers with new methods and techniques in teaching
   f. Help with audio-visual aids

7. Development of Staff Personnel
    a. Study teacher load in shops and classrooms
    b. Orient new teachers
    c. Help improve teacher efficiency

8. Improve Pupil Personnel Policies and Practices
    a. Vocational guidance
    b. Testing program
    c. Student records
    d. Shop organization (student personnel)
    e. Discipline policy
    f. Working permits
    g. Student selection (for specialized programs)

9. Assist in the Improvement of Shop and Laboratory Organization and Management
    a. Purchasing equipment, tools, and materials
    b. Inventory control
    c. Equipment arrangement
    d. Storage areas
    e. Safety
    f. Housekeeping

The University of Michigan

PARTICIPANTS IN LEADERSHIP DEVELOPMENT PROGRAM
for
VOCATIONAL AND TECHNICAL EDUCATION

1964-65

Group A

NAME AND HOME ADDRESS	SCHOOL AND POSITION	SUBJECTS ON TEACHING CERTIFICATE	TELEPHONE SCHOOL	TELEPHONE HOME
Adler, Garrell A. 987 32nd Street Holland 49423	Vocational Education Consultant Kent Intermediate School District 316 Ottawa, N. W. Grand Rapids 49502	Vocational Agriculture, Plant and Biological Sciences	A.C. 616 GL6-5334 Ext. 28	A.C. 616 EX4-4142
Anthonis, Frank J. 21857 Drexel Mt. Clemens 48043	Coordinator of Manpower Development and Training Macomb County Community College 22240 Federal Warren 48089	Industrial Arts, Engineering Drawing, General Science, History, Political Science	A.C. 313 755-2200	A.C. 313 463-5395
Bartow, G. William Route 1 Alpena 49707	Area Coordinator of Vocational Agriculture Alpena High School Alpena 49707	Agricultural Education, Plant Science, Farm Mechanics	A.C. 517 356-1640	
Baumunk, Earl D. 41802 S. McMahon Novi 48050	Coordinator, Cooperative Occupational Training Farmington Public Schools 32000 Shiawassee Farmington 48024	Woodworking, Blueprint Reading, Cabinetmaking, Shop Mathematics, Patternmaking, Drafting	A.C. 313 476-0810	A.C. 313 GR6-0567
Carpenter, Jack A. 5178 McNichol Oscoda 48750	Director of Special Projects and Director of Vocational and Adult Education Oscoda Area Schools 3550 River Road Oscoda 48750	Economics, Social Studies, Business	A.C. 517 739-9121	A.C. 517 739-9561

NAME AND HOME ADDRESS	SCHOOL AND POSITION	SUBJECTS ON TEACHING CERTIFICATE	TELEPHONE SCHOOL	TELEPHONE HOME
Fleet, Wesley L. 403 Garfield East Jordan 49727	Vocational Education Consultant Charlevoix-Emmet Intermediate School District County Building Charlevoix 49720	Industrial Arts, Social Studies, Mechanical and Engineering Drafting, Machine Shop, Tool and Die, Building Trades	A.C. 616 LI7-2181	A.C. 616 LE6-2362
Grech, George T. 4783 Gerald Warren 48092	Vocational Guidance Counselor Northern High School 9026 Woodward Detroit 48202	Marketing, Retailing, Business Administration, Social Studies	A.C. 313 871-8755	A.C. 313 754-6876
Hartshorn, A. Austin 27403 Santa Ana Warren 48093	Teacher-Coordinator, Business Education Van Dyke Public Schools 22100 Federal Warren 48089	Distributive Education, Social Studies, English		
Huffman, Kenneth L. 3893 Anoka Pontiac	Coordinator of Apprenticeship Manpower and Technical Education The School District of the City of Pontiac 350 Wide Track Drive, East Pontiac	Vocational and Related Subjects; 7th and 8th, All Subjects; 9th-12th, Industrial Arts, Physical Science, Engineering Drawing, Biological Science, Social Science	A.C. 313 332-0235	A.C. 313 674-3878
Kaminski, Daniel M. 7318 Lafayette Dearborn 48127	Teacher, Industrial Arts Chadsey High School 5335 Martin Detroit 48210	Social Studies, Industrial Arts, History, Machine Shop, Drafting, Blueprint Reading, Industrial Mathematics	A.C. 313 TY6-8221	
Leverenz, Donald C. 2751 Grindley Park Dearborn 48124	Consultant, Vocational and Technical Education Lower Wayne County Area Program Gibraltar School District 33494 W. Jefferson Rockwood 48173	Business Education; All Subjects, Junior High	A.C. 313 379-9616	A.C. 313 565-2597
Matley, Thaddeus C. 9911 Adams Livonia 48150	Teacher, Machine Shop, and Supervisor, Manpower Development Training Department Chairman Fordson High School 13800 Ford Road Dearborn 48126	Industrial Arts; Social Science, English, Machine Tools, Related Subjects	A.C. 313 LU2-0441	A.C. 313 464-0948

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Maynard, Howard R. 36728 Putnam Fraser 48026	Director of Vocational and Technical Education Macomb County Intermediate School District 4th Floor, County Building Mt. Clemens	Drafting, Mathematics, Metalwork, Related Subjects	A.C. 313 468-0971	A.C. 313 791-3943
Moulton, Harry D. 139 W. Larch Muskegon 49440	Director, Muskegon Area Skill Training Center 1183 Laketon Avenue Muskegon 49440	Industrial Arts, Drafting, Journalism, Driver Education	A.C. 616 PA6-4908	A.C. 616 PA6-3602
Nidelcheff, John S. 2405 Midday Jackson 49203	Director of Vocational Education and Practical Arts Jackson Public Schools 290 W. Michigan Avenue Jackson 49201	Business Education	A.C. 517 782-8233	A.C. 517 782-7352
Payton, Ozzie B. 1972 Grand Avenue Detroit	Department Head Northeastern High School 4830 Grandy Detroit	Industrial Arts, Science, Mathematics	A.C. 313 925-6607	
Shell, Harold W. 14830 177th Grand Haven 49417	Director of Vocational and Adult Education Grand Haven Public Schools 734 Park Street Grand Haven 49417	Business Education, Economics	A.C. 616 842-3710	A.C. 616 842-251
Soule, David H. 1780 Allard Grosse Pointe Woods 48236 (Until January 1966)	Vocational Education Consultant Oakland County Schools Campus Drive--County Service Center Pontiac 48053	Industrial Arts, Drafting, Metalworking	A.C. 313 FE5-9481	A.C. 313 TU4-0787
Stein, Zane H. 959 Jefferson Court Monroe 48161	Director of Vocational Education Monroe Public Schools 1275 N. Macomb Monroe 48161	Industrial Arts, Related T and I Subjects, Electricity-Electronics	A.C. 313 CH1-0330	A.C. 313 241-3089
Tudor, Lew B. 128 Lones Drive Perrysburg, Ohio 43551	Industrial Arts Teacher Northwood Junior High School 3750 Woodville Road Toledo, Ohio 43616	Industrial Education, Head Coach	A.C. 419 691-4621	A.C. 419 874-5819

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Anderson, Arne R. 1231 Willow Creek Road Escanaba 49829	Chairman, Industrial Technical Department Bay de Noc Community College Escanaba 49829	Industrial Education, Mechanical Drawing, Electricity, Metals		
Bennett, Charles B. 2254 Resort Muskegon 49441	Assistant Professor of Petroleum Marketing Western Michigan University Kalamazoo 49001	Drafting and Related, Industrial Education, Physical Science	A.C. 616 383-1818	A.C. 616 PL5-6451
Berkey, Arthur L. No. 6 Cross Street c/o Triangle Trailer Park Battle Creek 49017	Instructor in Teacher Education MSU Student Teaching Center 825 Capitol Avenue, N. E. Battle Creek 49017	Vocational Agriculture, General Science, Farm Shop	A.C. 616 962-5315	A.C. 616 962-2870
Bredin, Howard H. 1351 Sumac Muskegon 49445	Cooperative Education Coordinator Reeths-Puffer High School 1500 N. Getty Muskegon 49445	Business, Social Studies, Vocational Business	A.C. 616 SH4-1647	A.C. 616 SH4-2134
Cain, John N. 17745 So. Wind Drive Fraser 48026	Director of Vocational Education Fraser Public Schools 33500 Garfield Road Fraser 48026	Business Education, Social Studies, Accounting, Office and Distributive Education, Related, and Coordination	A.C. 313 293-5100	A.C. 313 293-9056
Clark, Charles G. 5450 Kelly Road Flint 48504	Coordinator, Vocational, Occupational, and Technical Programs for Mott Program Flint Board of Education 923 East Kearsley Street Flint 48503	Automotive, Exact Sciences	A.C. 313 CE8-1631 Ext. 467	A.C. 313 789-7790
Duffy, Robert S. 1051 Washtenaw Dr. N.E. Grand Rapids 49505	Director of Placement and Program Development Grand Rapids Junior College 143 Bostwick, N. E. Grand Rapids 49503	Accounting, Law, General Commerce Social Science, English, Business Education, Office Occupations, Coordination	A.C. 616 GL9-0201	A.C. 616 EM3-2460
Ferguson, Clovis B. 21555 Olmstead Dearborn 48124	Coordinator, Trade and Industry Program Edsel Ford High School 20601 Rotunda Dearborn 48124	Industrial Education, Social Studies, Science, Hydraulics and Pneumatics, Automotive	A.C. 313 LO5-9840 Ext. 53	A.C. 313 563-8539

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Fisher, Harold S.	Vocational Consultant Muskegon Area Intermediate School District County Building Muskegon 49440	Mathematics, English, Spanish, Vocational Business Education		
Haddick, Robert D. 100 Clubview Drive Ypsilanti 48197	Chairman, Vocational Education Department Co-op Coordinator of Trade and Industry Ypsilanti High School Ypsilanti 48197	Machine Shop	A.C. 313 482-2140	A.C. 313 482-6471
Hamel, John C. 30201 Windsor Garden City 48135	Teacher, Mathematics and Industrial Education, Fordson High School 13800 Ford Road, Dearborn 48126 and Teacher, Mathematics in Related Trades Henry Ford Community College 5101 Evergreen Road, Dearborn 48128	Industrial Arts, Mathematics, Physics	A.C. 313 582-0441 A.C. 313 271-2750	A.C. 313 422-6712
Jacobs, James E. 520 Grand Grand Haven 49417	Economic Opportunity Executive Michigan Economic Opportunity Office 7310 Woodward Avenue Detroit 48202	Industrial Education, Social Studies, Tool and Die, Machine Shop, Adult Education, Welding	A.C. 313 871-5344	A.C. 616 842-2137
Johnson, Philip A. 41174 Greenbrook Plymouth 48170	Teacher-Coordinator, Related Instruction Plymouth High School 650 Church Street Plymouth 48170	Business Education, English, Economics, Office Related, Distributive Related	A.C. 313 GL3-3100	A.C. 313 GL3-4111
Johnston, James R. 1957 Lakeside Harbor Beach 48441	Principal, Harbor Beach High School Harbor Beach 48441	Vocational Agriculture, Farm Shop	A.C. 517 479-4045	A.C. 517 479-4979
Kollin, Robert 228 Colonial Drive Monroe 48161	Dean of Instruction Monroe County Community College 2 East First Street Monroe 48161	Industrial Education, Science, Vocational Drafting	A.C. 313 242-5950	A.C. 313 242-5147
Luter, Robert J. 601 North Drive Marshall 49068	Consultant, Vocational and Technical Education, Intermediate Program Calhoun County Building Marshall 49068	Economics, All Business Subjects, Geography	A.C. 616 781-5165	A.C. 616 781-5348

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Nieminen, Carl J. Box 817 Stambaugh 49964	Superintendent, Stambaugh Township Public Schools Stambaugh 49964	Industrial Arts, History, English, Drafting	A.C. 906 C05-9218	A.C. 906 C05-3754
Pancost, Lawrence C. 321 East Gier Lansing 48906	Trade and Industrial Coordinator Lansing Public Schools 3426 S. Cedar Street Lansing 48910	Vocational Agriculture, Farm Shop, Physical Science, Shop, T and I Coordination and Related Subjects, Counseling	A.C. 517 393-3450 Ext. 41	A.C. 517 485-4525
Shegina, Ernest J. 1384 Jeffwood Pontiac 48054	Teacher, Accounting and Business Typing Bloomfield Hills High School 4200 Andover Bloomfield Hills 48013	Accounting, Economics		
Underwood, Roy T. 2722 Radcliffe Ann Arbor 48104	Teacher, Drafting Ann Arbor High School 601 West Stadium Boulevard Ann Arbor 48103	Industrial Arts, Social Studies, Biology, Junior High Mathematics	A.C. 313 663-2431	A.C. 313 662-7609

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Ackerman, Kent B. 1210 Arbor Avenue Monroe 48161	Trade and Industrial Coordinator Apprenticeship Coordinator Monroe Public Schools 428 South Monroe Street Monroe 48161	Industrial Arts General, Drafting, Related T and I Subjects, Driver Education	A.C. 313 241-0330	A.C. 313 241-0364
Barton, Bruce L. 33549 Five Mile Road Livonia 48150	Teacher, Distributive Education, Retailing, Bookkeeping, Business Law Redford Union High School 17711 Kinloch Detroit 48240	Business Education, Economics, Geography	A.C. 313 KE5-2000	A.C. 313 425-1839
Berkley, Donald J. 716 Terne Road Tecumseh 49286	Teacher, 7th and 8th Grade Industrial Arts Administrative Assistant Tecumseh Junior High School Tecumseh 49286	All Industrial Arts Areas	A.C. 313 423-2167	A.C. 313 423-3191

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Boeger, Frank B. 4406 Lutz Drive Warren 48092	Area Trade and Industry Coordinator, Drafting Teacher Van Dyke Public Schools 22900 Federal Warren 48089	Industrial Education, English, Social Science, Drafting-Day Trade, T and I Coordination, Subjects Related to Industrial Occupations in Cooperative Classes	A.C. 313 SL7-6600	A.C. 313 264-3972
Cooper, Charles G. 152 West Dean Road Temperance 48182	Chairman, Industrial Arts Department Bedford Public Schools 8486 Douglas Road Temperance 48182	Industrial Arts, General Science		A.C. 313 847-2528
Dygert, John P. Route 4 Coldwater 49036	Coordinator, Cooperative Occupational Training and Vocational Programs Branch County Schools c/o Coldwater High School Coldwater 49036	Business Education, Economics, Social Studies	A.C. 517 279-9544	A.C. 517 278-4248
Engel, Lewis O.	East Detroit High School 15501 Couzens East Detroit 48021	Industrial Arts		
Forrest, Jerry L. 2143 Seventh Street Muskegon Heights 49444	Teacher, Graphic Arts, Vocational Printing Muskegon Heights Public Schools Peck and Sherman Muskegon Heights 49444	Secondary Industrial Arts, Vocational Printing, Elementary Industrial Arts	A.C. 616 PE3-2058	A.C. 616 PA6-4695
Frid, Russell S. 25156 Stoneycroft Drive Southfield 48075	Vocational Education Director Southfield Public Schools 24675 Lahser Road Southfield 48075	Industrial Arts, Co-op Programs, Counseling	A.C. 313 353-8300	A.C. 313 353-6938
Fritch, Maurice W. 2105 Bowman Road Imlay City 48444	Teacher, Vocational Agriculture Capac Community Schools Capac 48014	Vocational Agriculture, General Science, Agricultural Engineering	A.C. 313 395-4323	A.C. 313 724-8264
Henderson, Gary 15829 Dugan Roseville 48066	Teacher, T and I Coordinator, Department Head Lamphere High School 610 West Thirteen Mile Road Madison Heights 48071	Industrial Education, Metal, Drafting, Wood	A.C. 313 588-1800	A.C. 313 771-9827

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Jackson, Gary N. 157 E. Summit Street Chelsea 48118	Teacher, Vocational Agriculture, Agricultural Mechanics and Physical Science Chelsea School District Chelsea 48118	Vocational Agriculture, Agricultural Mechanics, Physical Sciences	A.C. 313 475-3071	A.C. 313 475-8955
Krudy, John, Jr. 35246 Weideman Mt. Clemens 48043	Teacher, Vocational Machine Shop T and I Coordinator Roseville High School 16250 Martin Road Roseville 48066	Industrial Education, General Science, Engineering Drawing	A.C. 313 PR8-8200	A.C. 313 791-3794
Loomis, Richard G. 8131 Manchester Drive Grand Blanc 48439	Vocational Consultant Genesee County Intermediate School District G-4215 W. Pasadena Flint 48504	Distributive Education	A.C. 313 238-7651	
Richardson, Roland P. 11342 Broadstreet Detroit 48204	Teacher, Machine Shop, Shop Math, Biology, General Math, Metal Shop Northern High School 9026 Woodward Detroit 48202	Vocational Education, Biology, Machine Shop, Shop Math	A.C. 313 871-8755	A.C. 313 WE5-1961
Rosen, Irving 15210 Sutherland Oak Park 48237	Teacher-Coordinator, Co-op Retailing Ferndale High School 881 Pinecrest Ferndale 48221	Business, Economics, Social Studies, Accounting	A.C. 313 LI8-8600	A.C. 313 547-8955
Rubeck, Lawrence, Jr. 4217 Oriole Drive Jackson 49202	Teacher, Vocational Agriculture Northwest Schools 4000 Van Horn Road Jackson 49201	Vocational Agriculture, Farm Shop, Plant Science	A.C. 517 782-1847	A.C. 517 782-1545
Shepard, James S. Route 2 East Jordan 49727	Teacher, Vocational Agriculture East Jordan Public Schools East Jordan 49727	Agriculture Education, Plant Science, Farm Shop		A.C. 616 LE6-7159

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Turner, Clayton L. 7186 W. Peirson Road Flushing 48433	Head, Industrial Arts Department Teacher, Industrial Arts Westwood Heights Schools 3488 N. Jennings Road Flint 48504	Industrial Arts, Physical Science	A.C. 313 SU5-9891	A.C. 313 OL9-5426
Varda, Laurence J. 820 Hamilton Avenue Kingsford 49802	Vocational Director, Teacher, Machine Shop Kingsford High School Breitung Township Schools Kingsford 49802 and Evening Instructor in Mechanical Technology for Continuing Education Division Michigan Technological University Houghton	Vocational: Machine Shop, Welding, Sheet Metal, Carpentry and Construction; Secondary Permanent: Industrial Arts	A.C. 906 774-1910	A.C. 906 774-0571